

Draft Curriculum for Wales 2022

guidance: feedback



Llywodraeth Cymru
Welsh Government

Questions:

Do you work in or support the delivery of education?

Yes		No	X
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If yes, what is your organisation? (if no continue below)

Welsh-medium school (Primary)		Higher education institution	
Welsh-medium school (Secondary)		Diocesan authorities	
Welsh-medium school (Special)		Regional consortia	
English-medium school (Primary)		Local authority	
English-medium school (Secondary)		Private training provider	
English-medium school (Special)		Third sector	
Bilingual school (Primary)		Government	
Bilingual school (Secondary)		Adult community learning	
Welsh-medium middle school		Awarding organisation	
English-medium middle school		Teaching union	
Pupil referral unit (PRU)		Regulatory body (includes Inspectorate)	
Special school		Governing body	
Funded non-maintained setting		Other (please specify):	X
Further education college			

What is your primary role?

Headteacher		Chancellor/Vice-chancellor	
Teacher		Lecturer	
Practitioner		Pioneer	
Newly qualified teacher		Governor	
Teaching assistant		Challenge Advisor	
Senior leader		School improvement officer	
Supply teacher		Inspector	
Principal/Vice-principal		Other (please specify):	X

If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

Parent or carer		Employer	
Adult 18+ (not a parent or carer)		Apprentice	
Child or young person (under 18)		Other (please specify):	X
Student/academic			

Are you providing feedback on behalf of an organisation or group?

Yes	X	No	
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If 'yes' please specify

The Welsh Sports Association (WSA) is the independent umbrella body which supports and represents the sport sector in Wales. We have over 80 members from across the sector, including national governing bodies, leisure trusts and local authorities, national charities, and not-for-profit deliverers of sport.

Section A – General questions

A1. To what extent do you agree that the draft Curriculum for Wales 2022 guidance will help children and young people to become:

- **ambitious, capable learners**
- **ethical, informed citizens**
- **healthy, confident individuals**
- **enterprising, creative contributors?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		x		

Being regularly physically active is intrinsic to good physical health. There is a significant body of evidence which demonstrates the profoundly positive impact of participation in school sport, such as the reduction of stress and anxiety and improved academic attainment. Indeed, a review commissioned by Welsh Government in 2013 concluded that physical education should be a core subject. We are therefore extremely disappointed that the role of physical education and sport is not more explicitly recognised within this draft curriculum.

This exercise provided an unique opportunity to develop a national framework to ensure equality of access for sports provision for all children, of all abilities, backgrounds and economic status, so that we can make real inroads into reducing the levels of obesity currently faced in Wales, and ensure that children develop a lifelong positive attitude to sport and physical activity.

We know from Sport Wales’ School Sport Survey data (2018) that:

- 96% of pupils want to take part in more sport.
- 63% of pupils enjoy PE lessons ‘a lot’ and 48% of pupils enjoy doing sport in afterschool or lunchtime clubs (extracurricular sport) ‘a lot’.
- 56% of pupils think PE lessons and school sport help them ‘a lot’ to have a healthy lifestyle.

We are concerned that the absence of specific reference to sport, and without sufficient accountability through inspection, will allow school leaders to prioritise other areas of the curriculum, at the detriment to the health of pupils, as we believe is the case currently. We agree that the delivery of physical education needs to change as historically people have been put off from physical activity due to their experiences in school, such as poor changing facilities and lack of variety. This curriculum should provide the framework to ensure the offer for pupils meets their needs and support practitioners to deliver high quality experiences of sport and physical education.

A2. Looking at the *what matters statements*, to what extent do you agree that these sum up the priorities for children and young people’s learning?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	x			
<p>Wales has the highest rates of childhood obesity in the UK, so we are pleased that physical activity is embedded within the What Matters statement of the Area of Learning and Experience (AoLE), for Health and Wellbeing, but we are again very disappointed that sport is not specified within it as a vehicle for physical activity through physical education. We also know from evidence that a passion for sport can engage pupils around learning and can help improve attainment. The benefits of both team and individual sports beyond improved physical health are well documented, such as better self-esteem, confidence, social inclusion and mental wellbeing, and yet sport is not mentioned at all within the supporting documents.</p> <p>We know that 1 in 3 children do not undertake the CMO recommended hour of physical activity every day (Sport Wales School Sport Survey 2018), and a child’s potential to become overweight/obese doubles during primary school years - with 1 in 8 children entering school overweight /obese and 1 in 4 children leaving primary school overweight/obese. http://www.wales.nhs.uk/sitesplus/documents/888/CMP%20report%20%28Eng%29.pdf</p> <p>The school setting is the ONLY place where ALL children can be guaranteed the opportunity to be physically active, and often, have the experience of trying the vast array of different sports available. Despite this, physical education is not protected and there is already evidence in Wales that schools are reducing the amount of play time to ensure academic work is fulfilled. The Right to Play is enshrined within the UN Convention, and schools need to be mindful of their obligations to ensure that playtime is protected, and not spent queuing for lunch.</p>				

A3. Do you think the [draft Curriculum for Wales 2022 guidance](#) could be improved?

Yes	x	No	
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If yes, how do you think it could be improved?

<p>This curriculum is a significant shift away from the familiar for children, parents, practitioners and partners alike. Whilst we appreciate that explaining these changes requires significant resources, the amount of supportive literature is considerable, and requires substantial cross -referencing which can easily become confusing.</p> <p>The provision of examples of what the delivery of the curriculum could look like in practice would be beneficial in order to illustrate a potential school week - to bring to life the changes and to</p>

improve understanding, particularly for those who do not work within education, such as parents or potential community partners.

Section B – Detailed questions

B2. How well do you think the [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to gain a broad range of learning experiences?

You may want to consider learning across the different disciplines and subjects which form part of an area of learning and experience.

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		

There are both advantages and disadvantages to taking a non-prescriptive approach to curriculum delivery. While there is flexibility and scope to adapt learning to specific individual needs, we would note that without a more detailed framework there is a very real danger that this allows for subjective interpretation across Wales.

We are concerned that this could lead to postcode lotteries in terms of what activities could be delivered in schools, as this is very much dependent on location, cost and the availability of necessary equipment/ facilities.

B4. The [draft Curriculum for Wales 2022 guidance](#) is intended to support practitioners and teachers to design a curriculum specific to children and young people. To what extent will practitioners and teachers have the flexibility and support to do this?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		x		

The extent to which teachers will have the flexibility and support to design a curriculum specific to children and young people will depend entirely on the strategic intent of the school, its appetite to look creatively at how learning will be delivered, and who will deliver it.

Sport/PE is a perfect example of where schools could make great use of "external partners", reducing the costs associated with training up existing PE teachers to deliver a wider variety of sports, and making better use of local facilities. Forming stronger ties with local clubs and organisations also helps with forming an active "habit for life", not to mention helping local clubs to raise participation - everybody wins!

The success of curriculum will be entirely dependent on investment in, and implementation of,

supportive resources and ongoing professional training for practitioners, and acknowledgement where there is the potential for external partners and not teachers to deliver. This needs to be coordinated on a national basis to ensure equality of learning and implementation.

As the curriculum is learner centred, so too must be the professional training to ensure that each and every teacher is able to deliver consistently high quality teaching of physical education to their pupils, and so that there are no gaps in competency.

B7. How well do you think the guidance for each [area of learning and experience](#) will support children during the Foundation Phase years?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	X			

We believe the holistic approach of the new curriculum fits in well with the “learning through play approach” of the Foundation Phase.

Evidence shows that a child’s competence and confidence around physical activity is negatively affected by a child’s cognitive understanding and sensemaking at around the age of seven or eight. Thus, the Foundation Phase is a fundamental time for children to acquire the skills to become physically literate so that they have the confidence and motivation to participate and enjoy new physical challenges as they get older.

A positive experience of physical activity which is fun, engaging and stimulating at a young age is vital for a child to be able to be physically literate for life, and the guidance must reflect this imperative. Any professional training and development for teaching staff on the Area of Learning and Experience for Health and Wellbeing must be led by the evidence of the impact of physical literacy in supporting children and young people to develop the skills, confidence and competence to be active for life. Physical education has a primary role in ensuring and maintaining the development of physical literacy and the development of life skills necessary to ensure that children are “healthy and confident”.

B10. Formative assessment should be given primacy in the new curriculum. How well do the [assessment proposals](#) promote this principle?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		X		

A lack of accountability through inspection means that the time currently given to Physical Education varies substantially and can often be sacrificed entirely due to poor weather or prioritisation of other activities within school facilities.

We would be grateful for further information on how this will be avoided under these proposals as we are concerned that without robust assessment, a child's "healthy" status will be open to subjective interpretation, and could be subjected to a tick box approach where participation in the Daily Mile, for example, would be deemed sufficient to achieve this objective.

This concern is reflected in the wording of the Achievement Outcome in the Health and Wellbeing AOLE relating to swimming and water competence - "I have experience of water". This could allow variable provision of swimming and water safety (as it is currently, despite swimming and water safety being explicitly specified within the curriculum). There is also the potential for school leaders to allow insufficient 'experience in water' to allow children to actually learn how to swim, meaning that not only will children be deprived of this life skill, but will also prevent participation in a myriad of other water-based sports and activities.

Providing access to water skills and safety in school also ensures that children from low socio-economic backgrounds are not unfairly disadvantaged in being unable to afford swimming lessons, and could lead to a worst case scenario where children whose parents can pay for extracurricular lessons will be far safer than their less affluent peers whose exposed to the risk of drowning is enhanced, both through lack of investment and implicit guidance within the curriculum.

Cycling is also a life skill, and the curriculum is key to ensuring every child in Wales has the opportunity to master riding a bike and access the potential for cheap travel, improved health, and sporting participation. Not only does the ability to cycle support the goals of the Wellbeing of Future Generations Act it is fundamental to the delivery of the aspirations of the Active Travel Act.

We believe that the teaching of these fundamental life skills is dependent upon the circumstances and leadership of each individual school poses a significant risk of inequity and postcode lotteries.

B13. What implications do you see from the [draft Curriculum for Wales 2022 guidance](#) for you and your colleagues' [professional development](#) needs in respect of the:

- **impact on pedagogical practice**
- **implications of planning for a purpose-driven curriculum**
- **professional learning requirements linked to pedagogy**
- **developing in-school and cross-school collaboration**
- **specific areas of professional learning aligned to the areas of learning and experience**
- **opportunities for professional enquiry approaches support delivery of the new curriculum?**

The role of sport as a vehicle for delivering against the area of health and wellbeing is critical, and teachers, especially those who are not physical education leads, must be better supported to deliver this than they have been historically. Current PCGE training can afford as little as four hours to physical education during the entire course, and we are aware that without continuing professional development, many teachers hold traditional, conservative and often negative views of what they perceive constitutes “sport”.

Whilst moves to include external partners in the delivery of elements of the curriculum are welcomed, we would urge caution that these cross- departmental relationships should not be used as an excuse to raid the budgets of other Welsh Government departments, such as Sport Wales, in order to deliver educational outcomes.

Section C – Specific: Areas of learning and experience

C1. If you would like to provide specific feedback relating to one or more specific areas of learning and experience, please make a selection and add your comments below.

Expressive Arts		Language, Literacy and Communication	
Health and Well-being	X	Mathematics and Numeracy	
Humanities		Science and Technology	

Comments (if you choose more than one area of learning and experience please label each comment):

While we are disappointed that at the wholesale lack of reference to sport within the AoLE on Health and Wellbeing, we are pleased that there is acknowledgement of the role of external partners, groups and organisations to provide additional support where schools may need help. Not for profits sports deliverers across Wales would welcome the opportunity to use their expertise to support the provision of fun, inclusive and varied experience of physical education in the school setting.

We also welcome moves to ensure that school facilities are available for use outside of the school day, so that they are not only accessible to pupils, parents and the wider community, but also provide the means to enable continued investment in facilities.

C5. How well does the Health and Well-being Area of Learning and Experience guidance support a whole-school approach to supporting health and well-being?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		X		

A whole school approach will not only be defined by its leadership and culture, it will also be heavily influenced by the environment and facilities to which it has access.

Investment in facilities such as the 21st Century Schools programme must also ensure that provision reflects and considers requirements of the breadth of pupils at the school. An example of this is where significant investment was made in developing an artificial pitch at a school in an area of deprivation in the Valleys. The facility requires that only specific boots can be worn, and subsequently pupils, and particularly girls who would not have required moulded boots previously, at the school are disadvantaged as many parents cannot afford the required kit.

Is there anything else you would like to add or feedback on?

The School Sport Survey has been in existence for almost ten years, providing a mechanism for pupil voice, and insight for schools and local authorities to adapt their offer. Despite this, still only 1 in 4 children say that they feel listened to when it comes to school sport.

In Wales, there is a considerable culture of consultation, yet little evidence of implementation of the listening. We would implore government to listen to the views of children and ensure that there is sufficient investment into resources, training and facilities - so that every child in Wales has access to quality experiences of sport through the curriculum, and so that they can acquire the knowledge, confidence and ability to be physically active for life.

Return by 19 July 2019

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